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ABSTRACT

A description is given of a five-year teacher education program that terminates with a Master of Arts degree and includes four undergraduate teaching laboratory experiences preparatory to the fifth, or professional, year. The program is competency based, and the emphasis is on a strong liberal arts undergraduate program, individually planned curriculum, and continual field-based teacher experiences. Included in this presentation is a summary of a seminar held at the 1979 national convention of the Association of Teacher Educators. Appended to this summary is a descriptive brochure of the program, its goals, and curriculum. (JD)

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# THE AUSTIN TEACHER PROGRAM AND BUCK ROGERS, JR.:

# PREPARING TEACHERS FOR THE TWENTY-FIRST CENTURY

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Sherman, Texas
January 1979

SP 014 333

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FORWARD

This paper serves two purposes: First, it describes comprehensively the three-hour pre-conference seminar on the Austin Teacher Program, as presented February 19th at the 1979 national convention of the Association of Teacher Educators and second, it describes the Austin Teacher Program. Because the primary purpose of the paper is to describe the pre-conference seminar, there are substantive informational gaps concerning important aspects of the Austin Teacher Program itself.

I have, therefore, appendicized two documents to the paper in order to provide a more complete description of the Teacher Program than the paper itself affords. Appendix A contains eight pages descriptive of the Austin Teacher Program as they appear in the 1978-1979 Austin College Bulletin, together with introductory remarks intended to guide the reader to information pertinent to this paper. Appendix B contains a complete descriptive brochure on the Austin Teacher Program. The paper and the two appendices provide the reader with a comprehensive description of the Austin Teacher Program.

A final word: The reader will note that the teacher preparation program described in the following pages is different---not cut from the traditional cloth. The Austin Teacher Program was subjected to a six-year renovation, begun in 1966, when Program faculty, students, and local public educators determined that the original teacher preparation program, built along very traditional lines, was not the best way of producing competent teachers. Should the reader desire a complete report on how the New Austin Teacher

Program came about, information on securing that report is presented in the "Introduction" segment of the following paper.

Richard C. Steinacher

ABSTRACT

THE AUSTIN TEACHER PROGRAM AND BUCK ROGERS, JR.:
PREPARING TEACHERS FOR THE TWENTY-FIRST CENTURY.

Richard C. Steinacher, Austin College

"Who knows," the sage intoned, "what tomorrow will bring?" The Austin Teacher Program answers, "Change! Inexorable, rapid change!", and then sets about preparing teachers for that tomorrow. Participate in three hours of multimedia programs, simulations of key ATP components, brief chats, and receive a wealth of printed material as we share with you our non-traditional, M.A.-only, student-designed, locally and nationally acclaimed, very special teacher preparation program.

# THE AUSTIN TEACHER PROGRAM AND BUCK ROGERS, JR.: PREPARING TEACHERS FOR THE TWENTY-FIRST CENTURY

## Introduction

Austin College is a private, co-educational, liberal arts college with about twelve hundred students. The college, established in 1849, is located 65 miles north of Dallas, Texas, and 15 miles south of the Oklahoma state line. None of these facts make Austin College a special place save, perhaps, the fact that we are in our 129th year, a remarkable testimony to our hardiness in view of the difficult, competition-ridden business of private higher education.

What makes Austin College a special place (amidst the plethora of colleges and universities in this country) is its formally stated goal of preparing its students "for meaningful lives in the year 2000" (Changing Tasks and Roles in Higher Education, 1976). As one might deduce, preparation for meaningful living in the future, whether next year or next century, means preparation for dealing creatively and constructively with that challenging, troublesome concomitant to rapid technological growth that is a hallmark of our lives: CHANGE. The 1978-1979 Austin College Bulletin, in its description of the Austin College educational program, reveals the commitment of the College, through process and pedagogy, to prepare its students for dealing with Change.

The Austin Teacher Program is a five-year teacher education experience which terminates with the Master of Arts degree (the only graduate degree offered at Austin College), and which includes four undergraduate teaching laboratory experiences preparatory to the fifth--or professional--year.

None of these facts make the Austin Teacher Program a very special program (or place it on the cutting edge of new teacher education movements in this country) save, perhaps, the fact that we have a five-year training commitment from those who would be teachers.

What makes the Austin Teacher Program a very special teacher education experience is its formally stated goal of preparing pre-service teachers to provide themselves and their future students with learning experiences that will equip both teachers and students for meaningful lives in the year 2000 (Virginia Love and Bill Freeman. The Austin Teacher Program: A Concept of Teacher Education, 1971).* According to Love and Freeman, primary architects and builders of the Austin Teacher Program, such a goal could not be met by the traditional teacher education program that existed at AC prior to the new program because "a teacher education program that adequately prepares teachers for the 1970's will not suffice for the teacher of the 1980's, not to mention the 1990's" (Love and Freeman, p. 27). That phenomenon which renders today's educational strategies obsolete as preparation for tomorrow's living is, of course, CHANGE. The committee of students, faculty and expert consultants who assisted in designing the new Austin Teacher Program took the position that "In order to meet the changing demands of a changing society, a teacher education program must be so designed that it, too, can change as needs arise" (Love and Freeman, p. 27). Translating this position into practice has resulted in a non-traditional teacher education program which 1) is based on a strong liberal arts undergraduate program; 2) is developmental and flexible in nature, such that the individual student designs and implements a personalized teacher preparation

*A copy of this book is available from The Education Department, Austin College, Sherman, Texas, 75090. Please enclose check or money order in the amount of $7.50 to cover costs of printing and shipping.

program, utilizing the expertise, not only of the teacher education faculty, but also of faculty and staff college-wide, as well as teachers, administrators and students in area schools, public and private, traditional and alternative; 3) provides the student with continual field-based teaching experiences from almost the first day in the Austin Teacher Program.

Is the Austin Teacher Program an effective vehicle for teacher education? To answer this question, an elaborate (though necessary) evaluation network encompasses the program and all its participants. Students and ATP faculty, teachers and administrators in area schools and expert consultants evaluate the Program every semester. In addition, products of the Program, Austin Teachers, are evaluated on a one-through five-year scheme, following graduation, by their principals and by themselves. All evaluative information is used in altering the Program when deemed necessary, even though, on a year-by-year basis, the Program--designed for change--is not the same. Products of the Program, the Austin Teachers, have earned it an excellent reputation in the North Texas educational community. In an age of shrinking teacher markets, our graduates are in demand. More important, five-year evaluations of our graduates by their principals are as positive as first-year evaluations.

A crucial verification of any teacher education program is its degree of acceptance by peers; colleagues who are, themselves, dedicated, expert teacher educators. In this regard, the Austin Teacher Program cherishes two citations for excellence awarded it by AACTE (1972 and 1975).

Objectives of the Proposed Seminar

It is appropriate to suggest something of the spirit in which the Seminar will be conducted by turning once again to its eloquent founders:

> The Austin Teacher Program is Austin College's attempt to make Teacher Education relevant for today's world. We have no desire to put this Program up as a model for any other college or university. We do, however, firmly believe that Teacher Education as it exists in the 1970's must be changed. And, if stagnation is not to reoccur, provision must be made for change to be continuous (Love and Freeman, p. 71).

The primary objective of this Seminar is not to seek converts to the Austin Teacher Program, but to suggest the need for meaningful change in Teacher Education by sharing, with participants, the Austin Teacher Program.

Subobjectives of the Seminar are:

1. To describe Austin College, the environment within which the Austin Teacher Program operates, as to its unique design and implementation of a Liberal Arts program which seeks to prepare its students for meaningful lives in the year 2000;

2. To describe the Austin Teacher Program, as it operates within the Austin College environment;

3. To describe the process by which the Austin Teacher Program changed from a traditional teacher education program to the present model;

4. To describe the evaluation network used in assessing the Austin Teacher Program in all its aspects.

Description of the Seminar

Overview.

The three-hour time allotment will be divided into three parts: Part One will be primarily informational, will last about fifty minutes, and will inform the participants about Austin College, about the Austin Teacher Program, and about why and how the ATP came into being.

Part Two of the seminar, approximately an hour in length, will inform participants about the four undergraduate Education Laboratories in the ATP by having participants involved actively in fifteen-minute simulations of each of the four labs. As we will have three faculty members from the ATP present, we will offer three "sections" of each lab, and participants will, as three groups, shift from one faculty member to another during the lab sequence. This should highlight both the team spirit of the ATP faculty and, at the same time, communicate the important quality that expressions of idiosyncratic expertise and concerns can bring to a teacher education program, and to the student's continuous development as a teacher.

Part Three of the Seminar has two segments: the first segment will inform participants about the Graduate Year Seminar and Practicum experiences in the ATP by having participants actively involved in a forty-minute simulation of the professional year, which will be "team taught" by the three ATP faculty members, and will include both small- and large-group experiences. The second segment of the Part Three will be a twenty-minute oral presentation of the evaluation network used to assess components of the ATP and its product--the Austin Teacher.

A detailed description of each of the three Parts of the Seminar follows below, and includes the method of presentation to be employed, (oral, audio-visual), the handouts which each participant will receive, and activities in which the participant will engage.

Part One--50 minutes (approximately).

As stated above, this part of the Seminar is primarily informational, and provides context for Parts Two and Three. There are five segments to Part One.

1. 10 minutes. Oral orientation to the Seminar by its director, and presentation to each participant of an in-house monograph (same title as the Seminar) which parallels the Seminar in its content, but in more detail.

2. 9½ minutes. "Austin College and IDEAS (Individual Development through Encounter with the Arts and Sciences)." 35mm slide/audio-cassette presentation. This is an excellent program and provides detailed information on the unique approach to Liberal Arts as preparation for living creatively and constructively with change.

3. 6 minutes. "Austin College and the Austin Teacher Program: Hand and Glove." An oral (or slide/tape) presentation by Dr. John D. Moseley, Chancellor of the College (formerly President, 1953-1978). Dr. Moseley not only provided for the freedom necessary to create the Austin Teacher Program in the late '60's; he also personally spearheaded the Total Institutional Project in the early '70's which changed the face of the Liberal Arts education at Austin College. He is a true friend of Education and a firm believer in the notion that "the cutting edge" is the place to be for Austin College.

4. 7 minutes. "The Austin Teacher Program." 35mm slide/audio-cassette presentation designed as a comprehensive overview of the program, from freshman year through completion of the M.A. It sets the stage for Seminar participant involvement in Program activities in Parts Two and Three.

5. 20 minutes. "How and Why the Austin Teacher Program Came to Be." Oral presentation by one of its creators (either Dr. Virginia Love or Dr. Bill Freeman).

Part Two.

Following the informational nature of Part One, which included descriptions of Austin College, the Austin Teacher Program, and how it came to be, this part of the Seminar, in four segments, will amplify the description of the Program by having the participants become actively involved in fifteen-minute simulations of each of the four undergraduate Education Laboratories.

Each participant will be given a "Competency Portfolio;" a folder in which every Austin Teacher records progress toward the goal of becoming the best prepared teacher possible. Also contained in the portfolio are evaluative instruments which assess the qualitative nature of the student's development. Naturally, at the beginning of this experience for the Seminar participants, the portfolio will be empty.

1. Education 11, Teacher Education Laboratory Experience. This first laboratory experience, which carries no academic credit, begins with an orientation to the Austin Teacher Program. The "textbook" for this lab is The Latest Word, a handbook produced by the Education Department, and revised annually, which describes the Program in detail, and the student's and faculty's responsibilities toward it.

A major goal of the ATP is to assist the student in developing those behavior patterns characteristic of an effective teacher, consistent with the student's personality and background. Consequently, the bulk of Lab 11 is spent in helping the student assess his background for behavior patterns that might facilitate excellence as a teacher, and in providing experiences, through visitation and observation in area schools, which will allow him to articulate those behavior patterns he wishes to develop. In some cases, Lab 11 students begin gaining hands-on teaching experience by functioning as teaching assistants to teachers in local schools.

End-products of Lab 11 include, for each student, an autobiographical statement of life experiences prior to entering the ATP, particularly as they bear on good teaching or learning, a brief, written philosophy of education, and a list of behavior patterns characteristic of good teaching that the student wishes to develop, or demonstrate competencies in, during Lab 12.

Seminar participants in the Lab 11 simulation will be divided into three groups, each group having one of the three ATP faculty members as its "Lab Coordinator." Each coordinator will provide a brief explanation of Lab 11, and then invite Seminar participants to address themselves to the questions we raise with students in this lab, such as "Why do you want to teach?", "What experiences in your background have in effect begun your progress toward being a teacher?", "What behavior patterns characteristic of good teaching do you believe you already possess, and which do you have yet to develop?", "What kinds of experiences must you have in order to determine for yourself those behavior patterns?"

The conversation engendered by these questions should be provocative, for those questions are continually asked, not only of Austin Teacher candidates, but of ATP faculty members as we continue to grow and change. At the conclusion of the 15-minute Lab 11 simulation, each participant will receive samples of the three Lab end-products (the autobiography, the philosophy of education, and the list of behavior patterns to be demonstrated or developed) for his portfolio. Groups will then move to a different lab coordinator for Lab 12.

2. Education 12, Teacher Education Laboratory Experience. Lab 12, which carries no academic credit, involves the prospective Austin Teacher in at least 30 hours of field-based classroom experience, plus small-group

seminars with the ATP Lab 12 coordinator on campus. The student requests that the Lab 12 coordinator come to the classroom and observe him/her teaching at least three times during the experience. The ATP endeavors to place the student with a supervising teacher, in the school, who has clearly demonstrated excellent behavior characteristics.

Products of Lab 12 include observational reports generated by the ATP lab coordinator, mid-term and end-term evaluation instruments completed by the teacher, and a document generated cooperatively by the student and his Lab Coordinator indicating those behavior patterns the student demonstrated competence in, those patterns that need further development, and any plans for developing desired patterns that may be implemented in Lab 51.

Seminar participants in the Lab 12 simulation will receive a brief explanation of the expected outcomes of the lab, and will then proceed to discuss development of behavior patterns in their own teaching circumstances by reflecting on their present behaviors as teacher educators, with the ATP faculty member provoking discussion by asking questions such as "What behavior patterns do you now give evidence of in your teaching?, Are there behaviors that you feel need improving?, If so, how can we help you design experiences that will facilitate improving?"

At the conclusion of the 15-minute Lab 12 simulation, each participant will receive, for his portfolio, samples of the ATP Lab Coordinator's observation notes, a sample of a cooperatively designed program for developing needed behavior patterns in Lab 51, and copies of the mid- and end-term evaluation instrument which is used by the supervising teacher in the school. Each group will then move to a different ATP faculty member for Lab 51.

3. Education 51, Advanced Teacher Education Laboratory. Lab 51, which carries no academic credit, is a pivotal experience for the prospective Austin Teacher because, as part of the lab activities, the student makes formal, written petition to the ATP Admissions Committee for admission to the Program. Thus, this lab provides experiences which allow the student to assess his commitment to teaching as a profession in concert with his life goals, and the real possibilities of conflict between the two. Lab 51 is campus-based initially, as the Coordinator and students meet in seminar settings to consider recently published books and articles concerning the profession. While assessing commitment to teaching, the student then designs a contract with the Lab Coordinator, which allows individual exploration in any facet of education, culminating in a written report that shows further development toward the goal of becoming an excellent teacher. These contracts--the experience and topics for exploration--are as varied as the individuals in the lab. Some students opt for reading in specific topic areas. Others request placement in a local school for further teaching experience. Still others work on designing learning modules for their specific teaching fields.

The end-products of Lab 51 for the student are acceptance into the Austin Teacher Program, a crucial evaluation step, and further development, through contract reports, of behavior patterns that will enhance his or her teaching.

Seminar participants will receive a brief description of Lab 51 from their ATP Lab Coordinator. The Coordinator will then ask them to recall their individual analysis of behaviors they, as teachers, wished to improve or develop as a consequence of their Lab 12 involvement. The bulk of time will be spent having the participants and the ATP faculty member brainstorm experience or reading designs that would enable one or two of the participants to improve a specific behavior, or set of behaviors.

At the conclusion of the Lab 51 simulation, Seminar participants will receive samples of student contracts for 51, and copy of admissions requirements, plus forms the student must complete, for admission to the Austin Teacher Program. Each group will remain with its Lab 51 Coordinator for the Lab 52 simulation.

4. Education 52, Advanced Teacher Education Laboratory. Lab 52, for which the student receives up to one academic credit (worth 4 semester hours), is the final undergraduate experience for the prospective Austin Teacher. Having identified and demonstrated behavior patterns characteristic of excellent teaching through the previous three labs, and identified behavior patterns or underlying competencies yet to be developed, the Lab 52 student is again placed in an area school, under the supervision of an expert teacher, to complete a minimum of fifty hours of teaching. In addition, the student meets weekly with a small group of students and an ATP Lab 52 Coordinator to discuss issues, problems and profitable occurrences experienced while teaching.

The student is formally evaluated by the supervising teacher during mid- and end-of-semester, is observed by the ATP Lab 52 Coordinator on five occasions (more, if necessary), and keeps a written log of his own performance.

Lab 52, usually completed in senior year is another pivotal experience for the prospective Austin Teacher, because it provides both the student and the ATP faculty with data for determining whether the student will be an intern (paid, with minimal supervision in the school) or a student teacher (close supervision in the school) during the field-based segment of his professional (or graduate) year.

After a brief description of Lab 52 by the ATP coordinator, Seminar participants in the simulation will be invited to share with the group

teaching practices they presently use in their own teacher education courses that seem to work well for students. Any frustrations in certain areas of instruction will also be shared, so that the group may suggest possible solutions. Again, the emphasis is on behaviors consistent with effective teaching, and suggested solutions to instructional frustrations will be directed along behavioral lines by the ATP Coordinator.

At the conclusion of the Lab 52 simulation, Seminar participants will receive for their portfolios copies of mid- and end-term evaluation forms used by supervising teachers, samples of the Lab Coordinator's observations of teaching, and samples of the Coordinator's end-term Lab 52 report on individual students.

TEN MINUTE INTERMISSION

Part Three.

The concluding part of the Seminar is in two segments. The first segment, 40 minutes in length, is a simulation of the Graduate Year, and includes a combination of "team teaching" by the three ATP faculty members, to the entire participant group, and three "small group" presentations, each directed by one ATP faculty member, and where Seminar participants select a small group according to interest area. The second segment, 20 minutes in length, will be a large-group presentation by the Seminar Director concerning the evaluation network used to assess the Austin Teacher Program.

1. The Graduate Year. With their consistent focus on the student's constant growth toward excellence as a teacher, through both academic and field-based experiences which are constantly monitored by ATP faculty and top-notch teachers in the field, the four undergraduate Education Laboratories serve two purposes where commitment to teaching as a profession is concerned: First, the Lab experiences strengthen the student's commitment

to teaching by providing him with developmental evidence that his background, personality, and behavior acquisitions are together fostering growth toward excellence as a teacher; second, the labs provide another student with experiences which enables him to determine that, for any number of reasons, he does not wish to commit himself to teaching as a profession. Students of the latter type drop out of the program.

The student of the first type above enters the Graduate or Professional year with substantial teaching experience, a strong Liberal Arts background in disciplines he intends to teach, and a competency portfolio which gives formal evidence of his willingness and ability to continue to analyze behaviors with the purpose of improving as a teacher. The ATP graduate year requires the student to achieve nine academic credits (36 semester hours), three of which are completed in the student-teaching or intern experience, and one of which is completed in Education 598, Topics in Research and Synthesis in Education. To achieve the remaining five credits required for the M.A., the student may design a program of studies based upon any of five Topics course numbers offered by the ATP faculty, Independent Study in Education, or graduate courses offered for prospective Austin Teachers by the various departments at Austin College.

Interns and student teachers are assigned to schools all day for one semester or half a day all year, and are again paired with supervising teachers who have demonstrated excellence in their fields. Student teachers receive more intense supervision and assistance than interns. In either case, the supervising teacher completes formal mid- and end-term evaluations of the student's performance; the student self-evaluates performance; and the student is observed at least three times by the ATP intern/student teaching coordinator. Students also meet on campus in small groups with their ATP

coordinator to voice needs, share experiences, or consult other ATP faculty members who specialize in fields in which they need assistance (Reading, Language Arts, classroom management, etc.).

In addition to the semester for interning or student teaching, prospective Austin Teachers spend two full semesters on campus pursuing credit in their individually designed M.A. program. The end-product of the Graduate ATP is the Austin Teacher, who is equipped with a B.A. in a Liberal Arts discipline, and with from three to five years of experience, undergraduate and graduate, in shaping those behavior patterns necessary to the individualized goal of excellence in teaching.

Seminar participants, in the 40-minute simulation of the Graduate (or professional) year, will receive, as a large group, information about the requirements of that year common to all prospective Austin Teachers; e.g., student-teaching or interning, and Education 598: Research and Synthesis. The three ATP faculty members will "team teach" this segment. Then the group will divide into three smaller groups: planning and implementing the Graduate Year for 1) prospective elementary teachers, 2) prospective secondary teachers, and 3) prospective teachers seeking special certification or endorsement (e.g., Kindergarten, Special Education, All-Level Certification in one field, etc.). Each group will be directed by one of the three ATP faculty members, who will solicit suggestions from the Seminar participants regarding specific experiential and academic aspects of teacher preparation they would want to have in the graduate year. The ATP group director will demonstrate how the anticipated variety of desired aspects may be implemented in the highly flexible ATP.

At the conclusion of the 40-minute simulation on the Graduate Year, participants will receive, for their portfolios, copies of the mid- and

end-term evaluation forms completed by supervisors of interns and student teachers, samples of observations of interns and student teachers completed by ATP coordinators and case-studies of two students who experienced the ATP from Lab 11 through the M.A.

2. Evaluation Network for Assessing the Austin Teacher Program. This oral presentation by the Seminar Director will describe the three-phase network used in evaluating the Austin Teacher Program. Phase one includes the evaluation material gleaned from students, supervising teachers in the schools, and ATP faculty members at the conclusion of each activity, graduate or undergraduate, every semester. Much of this evaluative material is provided by documents that each Seminar participant will have collected in the simulations.

Phase two of the network involves having expert change-oriented teacher education consultants come on campus at regular intervals to spend an extended period of time observing the ATP work, looking through files and pertinent documents, and interviewing faculty and students all in preparation for an extensive, often painful, critique of how well the Austin Teacher Program is achieving its goals.

Phase three of the evaluation network is, perhaps, the most important, and least traditional component of the lot. Those ATP graduates who are employed as teachers receive Program follow-up evaluation forms every year for three consecutive years after graduation (last year, all graduates from 1972 to 1976 were sent such forms), as do their school principals. Evaluations of the ATP by both graduates and their principals, even as distant as five years after graduation, are decidedly positive, but also contain information that is invaluable for changing the ATP in useful ways. For example, many secondary-level graduates feel that the ATP should include some training in Reading for secondary-level teachers.

At the conclusion of this segment, Seminar participants will receive copies of the follow-up forms sent to ATP graduates and their school principals, and will receive a sample of actual suggestions for program modifications made by the graduates.

END OF SEMINAR

# APPENDIX A

The Austin Teacher Program

as described in the 1978-1979 Austin College Bulletin

Introduction

As noted in the Preface, Appendix A contains the description of the Austin Teacher Program as presented on pages 79-86 of the 1978-1979 Austin College Bulletin. Early on in this paper, the claim is made that the Program is developmental and flexible in nature, and is, by design, dynamic, change-oriented, and individualized for each student. While the undergraduate education laboratories, flexible and individualized by design, are described in detail in the paper, though, the graduate or professional year receives little attention, and the reader is, no doubt, curious about specific aspects of the fifth year. Hence, this appendix.

Nowhere is the flexible, individualized nature of the Austin Teacher Program suggested more dramatically than in descriptions of five-hundred-level graduate Education course offerings shown on pages 85 and 86 of this appendix. The reader will note that ED. 559, 561, 562 and 563 have no course descriptions attached. The topical thrust of these course numbers allows faculty members to develop graduate activities that reflect the most current issues, problems and developments in Education. Often, a couple of graduate students and a faculty member will cooperatively design a topics course that meets needs common to the group.

The reader should also note that most graduate students opt for two ED. 560 (Independent Study) activities during their fifth year. In this case, the student is responsible for designing and implementing the activity under the direction of a Program faculty member, who also evaluates the product of the activity.

All graduate students must complete a major research project by one of two routes: First, the student may write a formal Master's thesis (ED. 599). Second, and more commonly, the student may opt for a less

formal activity, Research and Synthesis (ED. 598), in which small groups of students are introduced to aspects of Educational research. Following this introduction, each student designs and completes a research project intended to enhance his or her teaching competence in a specific way.

As the reader peruses the contents of the descriptive material in Appendix A, but especially that which concerns the graduate year, the realization is bound to occur that there are no graduate course requirements, in the normal sense of that term. There <u>are</u> numbers. But it rests with an active, ever-changing faculty and student population to give shape and substance to the activities that those numbers represent. In the process, the graduate year--indeed, the entire Austin Teacher Program--is a unique, idiosyncratic experience for each student and each faculty member fortunate enough to be a part of a very special teacher preparation program.

## TELEVISION

(see "Communication Arts")

## THEATRE

(see "Communication Arts")

## TEACHER EDUCATION

### The Austin Teacher Program

In recent years it has become evident that the liberal arts college has a very important responsibility, even a unique role, in preparing teachers. Properly integrated in a strong liberal arts program, a teacher education program in such a college can prepare sensitive, perceptive teachers who are unusually well qualified to provide leadership toward excellence in teaching. The basic, essential element is a high quality liberal arts program which provides the student certain important benefits of direct relevance to his role as a teacher.

Austin College provides the prospective teacher with a five-year Teacher Education Program which terminates in the master of arts degree. The Austin Teacher begins his or her program as a freshman and is actively involved throughout the five years.

The Austin Teacher Program provides several distinct advantages to each participant.

1. The student is given more opportunities at the bachelor's degree level to develop competencies in subject matter areas as well as to develop teaching competencies through participation in a variety of laboratory experiences related to secondary and/or elementary school programs.
2. The master of arts degree is included as a part of the teacher certification program, giving the student more substance in both professional and academic areas.
3. The seminar and practicum approach at the graduate level gives primary emphasis to the development of concepts and competencies rather than to the completion of courses or the acquisition of a certain number of credit hours. As preparation for professional education at the graduate level, laboratory experiences and psychology courses are required components of the undergraduate program.

### Subject Matter Requirements for the Austin Teacher

The Austin Teacher may select either the Basic Program or the Special Program planning options for planning degree requirements. Austin Scholars must meet the requirements for certification as a part of their scholar plans.

The Austin Teacher Program is based on a strong liberal arts education. In keeping with this, the Austin Teacher student may include no more than three education courses in the 34 courses required for completion of the bachelor of arts degree.

The Austin Teacher Program recommends the following rationale for its students as they plan the early stages of their career.

(1) The 6 core courses: HWM (3)
ID
POL R
C/I

(2) The exploratory sequence: Students and advisers are urged to accommodate state required courses into the exploratory sequence where possible in order to place these courses within a more coherent framework and help relate one to the other. In this manner, these courses will help lead to competencies rather than certification.

Students in the Austin Teache Program will select courses according to the following guidelines:

#### I. Communication

1. Prospective teachers invariably will need to gain no only writing proficiency but al a sensitivity to the writing needs and problems connecte with their fields and teaching level. Part of this sensitivity should consist of a practical understanding of the ways in which the writing disposition o students can be adapted to course content. An ability to elicit writing may be more important than the mechanics of assignment and correction.

2. Students will find essential a language/culture proficiency. Proficiency in terms of speakin skill and sensitivity to the cultural context of language are needed.

3. Prospective teachers are urged to acquire skill in non-verbal languages among which are computers, technical teaching devices, non-verbal media, film techniques, art forms, and logical and/or mathematical proficiencies.

#### II. Methods of Investigation

Austin Teachers may require a special emphasis in methods of investigation served by the exploratory sequence. Skills such as quantitative methods,

laboratory techniques, critical reading and writing, analysis of art, fiction, and film may be considered methods of investigation. More important, Austin Teachers are urged to acquire significant proficiency in those disciplines related to their teaching fields and to make these skills part of their teaching orientation.

### III. Integrating Experience

Part of the exploratory sequence may well be used by the Austin Teacher to initiate or augment courses that lead to the knowledge of our multi-cultural society, cultural enrichment of his or her teaching skills.

More specifically, the student is encouraged to participate in approved culture and value oriented courses in American history, African studies, Asian studies as well as off-campus programs that enable the student to experience cultures other than his or her own.

## Courses Related to Elementary Certification

Students seeking elementary certification may select areas of specialization in one of the following academic fields: art, biology, economics, English, French, German, history, mathematics, music, physical education, political science, psychology, sociology, Spanish, and speech. With assistance from mentors and approval of the person-in-charge of the approved departmental certification program, and the certification officer, students complete departmental requirements for the specialization and/or concentration.

In addition, the prospective elementary teacher must complete an academic specialization in a combination of subjects taught in the elementary school. The combination should be approved by the certification officer.

Students seeking elementary certification need Education 91 (developmental reading) and Psychology 72 (principles of learning).

## Courses Related to Secondary Certification

Students seeking secondary certification need to qualify in approved first and second teaching fields.

Appropriate courses for first and second teaching fields should be selected in consultation with the mentor and approval of the person-in-charge of the approved departmental program and the certification officer. Approved teaching fields are: art, biology, business, chemistry, economics, English, French, German, history, Latin, mathematics, music, physical education, physics, political science, psychology, sociology, Spanish, speech and theatre. The student who selects music does not select a second teaching field. The fifth or graduate year may be used to complete the second teaching field.

## Other Courses Required of All Students Seeking Any Type of Teacher Certification

All students seeking certification are required to take the following courses:

C/I and English ..... 3
History of U.S. ..... 2
Education 11, 12, 51 & 52 ..... 1
Electives ..... 2
Political Science 21 or 22 ..... 1
Psychology 71 ..... 1
Foreign Language ..... 3

(or demonstrate a proficiency in another language. Since the present master of arts degree requires a foreign language, students normally would include such language study in their undergraduate program.)

Demonstrate a knowledge and understanding of our multi-cultural society.

## Plans for Completing the Austin Teacher Program

A student who completes one of the Austin Teacher Programs

receives a bachelor of arts and master of arts degree and a certificate to teach in either the secondary (grades 7 through 12) or the elementary (grades 1 through 8) school. Through the flexibility provided, a student's program can be accelerated and he may receive the master of arts degree at the end of the fourth year; this generally would require the student to attend two or three summer sessions. Few students will use five calendar years for their programs of study.

## Admission to the Austin Teacher Program

A thorough study of the applicant's aptitude for teaching as evidenced by the competencies he has acquired in a variety of laboratory experiences in the public schools and evaluations by public school teachers will play an important role in the student's admission to the program. Self-analysis and direct involvement of students with children and youth in laboratory programs give them a realistic introduction to the education profession and permit them to become identified with teaching as a vocation.

The admissions process involves:
1. Satisfactory completion of Education 11 and Education 12 which includes participation in a variety of teaching situations with children and/or youth.
2. Satisfactory completion of Education 51; evidence of sound physical, mental, and emotional health and evidence of satisfactory academic progress.
3. Being in good academic and disciplinary standing.
4. Approval by the Graduate and Teacher Education Admissions Committee.

Freshman students should register for Education 11 during the spring term. Students who do not decide to enter the Austin Teacher Program until after the freshman year and transfer students should register for Education 11 in the fall term. Students who decide to seek entry to the program after the sophomore year and transfer students should consult with the chairman of the teacher education department.

## Continuance in the Austin Teacher Program

For the student to continue in the program once he has been admitted he should:
1. Satisfactorily complete Education 52. (Advanced Teacher Education Laboratory Experience.)
2. Prospective Elementary Teachers satisfactorily complete Education 91 or Education 491. (Developmental reading.)
3. Satisfactorily complete field or fields of concentration.
4. Be in good academic and disciplinary standing.
5. Continue to show evidence of sound physical, mental, and emotional health.
6. Be admitted to the Graduate Program during his senior year.

## Undergraduate Education Curriculum

### Ed. 11. Teacher Education Laboratory Experience

A laboratory experience designed to acquaint the Austin Teacher with classroom activities at different grade levels. Students study behavior patterns characteristic of effective teaching. (Graded on S/U basis) For relation to course credit see Ed. 52 description.

### Ed. 12. Teacher Education Laboratory Experience

A laboratory experience designed to provide the Austin Teachers with experiences in working in the classroom in a variety of capacities. (Minimum of 30 hours in the classroom; graded on S/U basis) For relation to course credit see Ed. 52 description.

### Ed. 51. Advanced Teacher Education Laboratory Experience

A laboratory experience designed to provide experiences which permit the student to explore his or her commitment to teaching, his or her purpose in life, the purposes of

education, and to face some of the conflicts which may arise. (Graded on S/U basis) For relation to course credit, see Ed. 52 description.

### Ed. 52. Advanced Teacher Education Laboratory Experience

Variable credit, not to exceed one course credit. A laboratory experience designed to provide the Austin Teachers with additional teaching competencies. Student teaches a minimum of 50 hours. Upon completion of Education 52, the student earns up to one course credit (the total amount of course credit earned for the whole sequence Ed. 11, 12, 51, 52). (Graded on S/U basis).

### Ed. 69. Directed Study

### Ed. 81. Planning and Organization for Today's Kindergarten

The fundamental theory course for teaching young children designed to give insights into the development of the pre-school child, philosophy of a kindergarten program, and the planning and organization of a kindergarten program. (Offered via TAGER television network).

### Ed. 82. Kindergarten Methods and Materials

This course is designed to give the practical aspect of methods and materials that can be used in the kindergarten. Subjects covered will be language arts, music, art, mathematics, physical recreation, perceptual and perceptive motor, and audio-visual materials. Evaluation: The quality of the student's work and the class interaction of the students. (Offered via TAGER television network).

### Ed. 83. Evaluation, Interpretation, and Cooperation for Today's Kindergarten

Prerequisite: Ed. 82. (Offered via TAGER television network).

### Ed. 84. Children's Literature

Wide reading of classical and contemporary types of children's literature, with special attention to principles of selection and use in the elementary school curriculum. (Offered via TAGER television network.)

### Ed. 85. Topics in Special Education

Each term focuses on a single topic. **Qualified students may repeat the course when topics vary.** Variable course credit. (Offered via TAGER television network.)

### Ed. 91. Developmental Reading

Development of skills in teaching reading. In addition to acquiring theoretical insights into the psychology of reading, diagnostic techniques and remedial skills, the student teaches reading for a minimum of 30 hours in a public school setting. Required for students who plan to teach in the elementary school.

### Ed. 95, 96. Independent Study

### Ed. 99. Senior Conference

# The Graduate Program

## DEGREE OFFERED

Austin College offers graduate study leading to the master of arts degree with concentrations in elementary and secondary education. Each program is specifically designed to meet the needs and plans of the individual student.

### Admission to Graduate Study

The Austin Teacher applies to the graduate portion of his program during the term he enrolls for Education 52. (Advanced Education Laboratory.) The application is submitted to the director of the Graduate Program. Admission to the program is made by the Graduate and Teacher Education Admissions Committee.

### Admission Requirements

1. The bachelor's degree from Austin College.
2. Satisfactory completion of the undergraduate phase of the Austin Teacher Program.
3. Approval of the Graduate and Teacher Education Admissions Committee.
4. Completion of a graduate degree plan.

### Undergraduate Enrollment in Graduate Courses

An Austin Teacher, who does not need a full course load to complete the requirements for the bachelor's degree, may enroll in courses carrying graduate credit.

### Course Load

A full-time graduate student may take a maximum of seven courses during the fall, January, and spring terms (combined) and a maximum of 2 courses during the summer term. Each course is considered the equivalent of a four semester hour course.

### Transfer of Graduate Credits

A maximum of two graduate courses from an accredited institution may be credited toward the student's degree program with the approval of the director of the Graduate Program and the registrar. This limitation does not apply in instances of cooperative programs involving Austin College with other colleges and universities.

All transfer graduate courses must have a grade of B or higher to be accepted for graduation requirements.

### Time Limit for Completion of Graduate Program

All work which may be counted as credit toward a master's degree must be completed within a period of two years from the time the student has completed his first graduate course. This time limit may be extended in some cases (i.e., illness, armed forces, etc.)

### Graduate Grading System

The professional education course sequence is graded on the S-U pattern. The student is urged to elect letter grades for at least four of the nine courses required for the master of arts degree. The graduate program requires the equivalent of a cumulative grade point average of 3.0 on a 4.0 system. Accordingly, the grade of S in a graduate course signifies achievement in the A or B range.

### Courses at the Graduate Level
### 400 Level Courses

Certain advanced undergraduate courses have alternate numbers: A two digit number as an undergraduate course, and a 400 level number as a graduate level course, created by placing the number 4 as a prefix to the two digit number. Such courses are designed to be taken by a class consisting of both upperclassmen and graduate students. These specially designated courses are included in the listing of graduate courses near the end of the course listing in the *Bulletin* for each discipline. To earn graduate credit for a 400 level course, the graduate student must fulfill the special additional qualitative and quantitative requirements specified by the instructor in order to raise the course to the graduate level.

A limited number of such courses may count toward the graduate degree program provided the student includes these in the approved degree plan and registers for them at the 400 level.

### 500 Level Courses

Courses 500-599 are open only to graduate students. A minimum of five courses numbered 500-599 are required for the master's degree.

### Independent Study

Independent study at the graduate level is offered in certain departments to students who have demonstrated ability to conduct research, to work independently and to write reports accurately and clearly. A student may conduct research, undertake a project or special investigation. A plan of study must be approved by the supervising faculty, the registrar, and director of the Graduate Program before

completion of registration. (Limit of two).

### Housing

Full time graduate students are expected to locate their own places of residence. If space in college housing is available after all undergraduates have been provided housing, graduate students will be granted permission to live on campus.

## REQUIREMENTS FOR THE MASTER'S DEGREE

Policies governing the degree are as follows:

1. One year of graduate study consisting of a minimum of eight courses including a thesis or nine courses including Education 598.

a. A minimum of five courses must be completed for the degree at the 500 level.

b. All programs must be approved by the director of the Graduate and Teacher Education Program and the registrar.

c. Completion of the appropriate professional education sequence (3 course credit).

2. Each student is required to demonstrate a proficiency in a foreign language.

3. Application for graduation. An application for graduation must be filed by the student prior to the beginning of the term in which the student expects to complete the requirements for the degree.

4. The student, upon admission to the Graduate Program, will receive approval from the Graduate and Teacher Education Admissions Committee to pursue either the thesis or the nine courses including Education 598. (Research and Synthesis in Education.)

**a. Thesis Option**

(1) The student, upon admission to the Graduate Program, will have his thesis advisory committee appointed. The student will enroll in the thesis course.

(2) The subject, organization and scope of the thesis proposal must be approved by the committee.

(3) The thesis must be defended by the student and approved by the committee.

(4) A reading copy of the thesis must be presented to each member of the student's committee NOT LATER THAN FOUR WEEKS prior to the date at which the student expects to fulfill all the degree requirements.

(5) The student must have four copies of the thesis completed according to the prescribed form and rules established by the Graduate and Teacher Education Committee with four copies of the thesis submitted to the director of the Graduate Program not later than two weeks before the degree is to be conferred.

(6) The binding of four copies of the thesis is covered by the fee paid when the student enrolls for his final term.

(7) The thesis as approved by the candidate's thesis committee must be approved and signed by the director of the Graduate Program and the dean of the faculty.

**b. Education Research Option**

(1) The student, upon admission to the Graduate Program, will be approved for the nine course option by the Graduate and Teacher Education Committee.

(2) The student must complete Education 598. (Topics in Research and Synthesis in Education).

(3) In addition, the student will select an appropriate elective.

## THE CERTIFICATION PROCESS

The Austin Teacher who satisfactorily completes the Austin Teacher Program is eligible for provisional certification (permanent) in Texas. The student must have:

1. completed the Graduate Record Examination prior to completion of the program.

2. completed all the certification requirements, including the master of arts degree.
3. completed the application for certification and submitted it to the Graduate and Teacher Education Office.
4. been recommended to the Graduate and Teacher Education Committee by the education faculty.

The teacher education faculty reserves the right to continue the student teaching experience beyond the normally allotted time if the student requires more experience in order to demonstrate his ability to teach effectively.

5. been approved by the Graduate and Teacher Education Committee.

Students seeking additional certificate endorsements from other institutions of higher learning should confer with certification officers of other institutions.

Following these official steps the college certification officer recommends the student to the Texas Education Agency for certification.

Upon completion of three years of successful teaching, the Austin Teacher is eligible for a special program which terminates in professional certification. Contact the department of teacher education for further information.

## Descriptions of Graduate Courses

## EDUCATION

**481. Planning and Organizing for Today's Kindergarten**
(see Education 81)

**482. Kindergarten Methods and Materials**
(see Education 82)

**483. Evaluation, Interpretation and Cooperation for Today's Kindergarten**
(see Education 83)

**484. Children's Literature**
(see Education 84)

**485. Topics in Special Education**
(see Education 85)

**491. Developmental Reading**
(see Education 91)

**559. Topics in Education**
Each term focuses on a single topic. **Qualified students may repeat the course when topics vary.** Variable course credit.

**560. Independent Study**

**561. Topics in Elementary Education**
Each term focuses on a single topic. **Qualified students may repeat the course when topics vary.** Variable course credit.

**562. Topics in Educational Psychology** (see Psy. 562)

**563. Topics in Secondary Education**
Each term focuses on a single topic. **Qualified students may repeat the course when topics vary.** Variable course credit.

**576. Graduate Laboratory Experience for Elementary Teachers (Variable credit, not to exceed 3 course credits)**
May involve a full course load (3 course credits) for one term or 1-½ course credits for both the fall and spring terms. Student serves as a student teacher or intern in a public school. Teaching experience is accompanied by seminars designed to increase the student's understanding of the educational system. Seminars are held in the afternoon, at night or on Saturday mornings and vary in depth according to the needs of the student. Each student teacher reports for duty on the opening day of the school to which the student is assigned and follows supervising teacher's schedule for the term. Each intern is employed by a school district to teach on a part-time or full-time basis and reports to assigned school on the date specified in contract. (Graded on S/U basis).

**584. Graduate Laboratory Experience for Secondary Teachers (Variable credit not to exceed 3 course credits)**
May involve a full course load (3 course credits) for one term or 1-½ course credits for both the fall and spring terms. Student serves as a

student teacher or intern in a public school. Teaching experience is accompanied by seminars designed to increase the student's understanding of the educational system. Seminars are held late in the afternoon, at night or on Saturday mornings and vary in depth according to the needs of the student. Each student teacher reports for duty on the opening day of the school to which the student is assigned and follows supervising teacher's schedule for the term. Each intern is employed by a school district to teach on a part-time or full-time basis and reports to assigned school on the date specified in contract. (Graded on S/U basis).

### 594. Teacher Education Seminar and Practicum for Multi-Endorsement (Variable credit not to exceed 3 course credits)

The seminar and practicum which involves a full course load (three course equivalent) for one term, includes student teaching experience, the study of materials and the practice of methods, skills, and techniques used in effective teaching in more than one level or area in the public schools. The student spends seven weeks teaching in each area. This program integrates theory with practice (Graded on S/U basis).

### 598. Topics in Research and Synthesis in Education

Designed to provide the student an opportunity to become acquainted with the research in the teaching of his academic field or area of specialization and to synthesize the theory underlying his teaching style.

### 599. Methods of Education Research and Thesis

Application of scientific methodology to educational research, including the preparation of the master's thesis.

## GRADUATE COURSES IN SUBJECT FIELDS

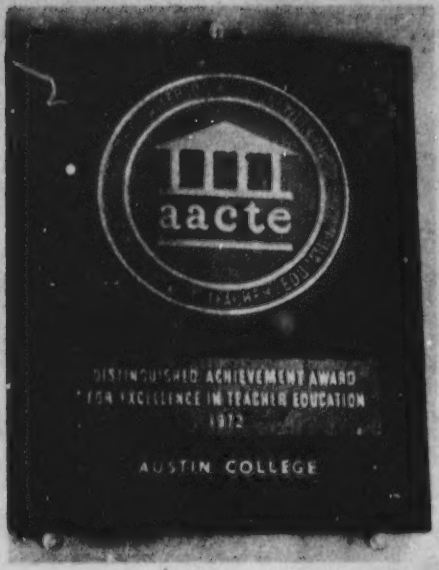
Supporting courses at the graduate level are available from various departments. These courses are included in the preceding sections immediately following the listing of undergraduate courses for each department. The numbering system for graduate courses is described under "course numbering" in this chapter on Courses of Instruction.

# APPENDIX B

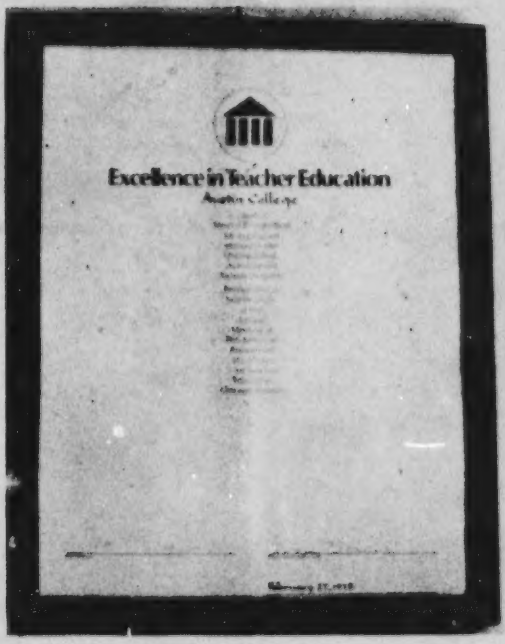
The Austin Teacher Program:

A Descriptive Brochure

# THE AUSTIN TEACHER PROGRAM




1972

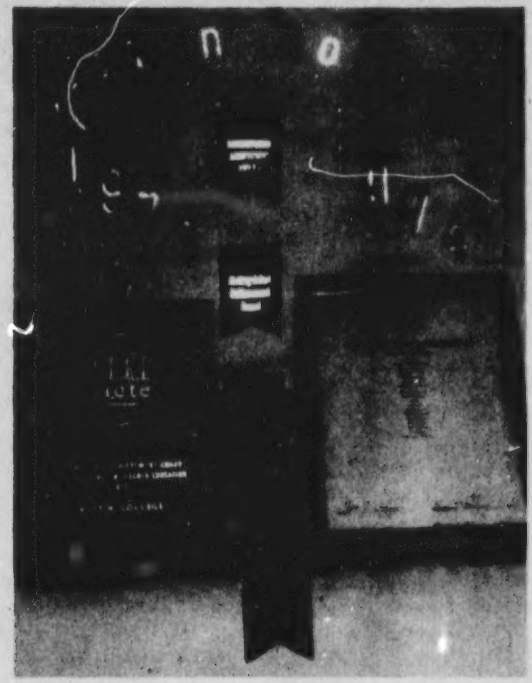



1975

By

Dean M. Butt

# THE AUSTIN TEACHER PROGRAM



A. T. P. Faculty — Past and Present

Thomas Baker
Dean M. Batt
Bill Freeman
Virginia Love
Pat Mattingly
Judy Mitchell
Evelyn Milam
Rosemary Mulder, Adm. Ass't.
Mayme Porter
Sharon Slama
Richard Steinacher
Toni Weight

Austin College

Sherman, Texas 75090

August 1977

Photography: Kerry Palmer
Jennifer Jones

## THE AUSTIN TEACHER PROGRAM

In 1966 Austin College received permission from the Texas Education Agency to move from a traditional education program certifying at the undergraduate level to a new program (Austin Teacher Program) based on teaching competencies instead of a sequence of education courses, and certifying at the Master's level. The College had originally planned to start the Austin Teacher Program with the freshman class of 1969. Upon receiving a grant from the W. Clement and Jessie B. Stone Foundation, it was decided to initiate the program in 1968, thereby institutionalizing the program in its entirety by 1972.

The general format of the program has remained as conceptionalized: namely, one undergraduate lab each of the four undergraduate academic years, followed by a professional graduate year. The program is competency-based, but the student selects those competencies which he views as appropriate for his individual style. During the past several years the Austin Teacher Program has continually evolved and development has been an on-going process.

The Austin Teacher Program has since been a leader in the field. In 1972 Austin College received the American Association for Colleges of Teacher Education Award for Excellence in Teacher Education. Again, in 1975, the teacher program was a recipient of A Certification of Recognition from AACTE for its efforts in teacher preparation.

From the inception of the program in 1966 the faculty has been convinced that students entering teacher education bring with them a great variety of teaching related experiences. This new program was designed to build on these prior experiences. The faculty also recognize that there are many effective teaching styles and concurrently there are no common, predetermined list of competencies that will fit all students or all teachers. This new program was to encourage development of individual teaching styles, styles that would require a unique set of competencies for each prospective teacher.

In order to develop the Austin Teacher Program the Education Faculty formulated a statement of positions which became the basis for the program. These positions state that the Austin Teacher Program is:

(1) structured to be developmental and flexible in nature.

(2) based on a liberal arts education.

(3) designed to include a professional year which ter-

minates in the Master of Arts degree.

(4) based upon patterns of behavior characteristic of effective teaching rather than formal courses.

(5) designed to permit each student to develop a teaching style congruent with his own life style.

(6) individualized for each participant.

(7) committed to the students taking an active role in the total learning process and the faculty being facilitators of learning and coordinators who work with the student and enable him to utilize a variety of resources.

(8) based upon continuous evaluation and encompasses each aspect of the program from the first laboratory experience to the professional experience in the graduate year.

(9) built on a cooperative effort between colleges, education departments, and public schools.

During the past several years the Austin Teacher Program has continually evolved and development has been an on-going process. So also is the case with Austin College. Funded by a joint grant from The National Science Foundation and The National Endowment of the Humanities, Austin College in a total institutional project has pioneered innovative approaches toward education. These innovations are evidenced by the following programs:

(1) A 2-2-1-4 academic calendar with a four-week January Term for concentrated study either on-campus or through regional or foreign study-travel programs.

(2) Individual Development, a comprehensive but personal advising system directed by a faculty member as a mentor, through which concerns of the student, often found outside the classroom, move into the mainstream of his educational program.

(3) Optional degree plans providing individualization and flexibility.

(4) Critical examination of society's basic issues through Communication/Inquiry during the first seven-weeks of the freshman year.

(5) Heritage of Western Man, a three course sequence of interdisciplinary experiences illuminating the development of western man.

(6) Policy Research course with a perspective of the nature and background of current problems.

(7) Several international programs for a year, term, or summer abroad for study.

The Austin Teacher Program is a five-year program based on a strong liberal arts education. The Education Department advocates a liberal education as an essential element in the preparation of teachers and has as its goal the education of students who have a concept of the past, an understanding of the present, and a vision of what the future can be, and a distinct dedication to helping bring the future into focus. The inclusion of the Master's Degree as a part of the teacher certification program gives the students more substance in both professional and academic areas.

Although the traditional undergraduate education courses have been abandoned, students are involved in three non-credit undergraduate laboratory experiences beginning in their freshman year. It is a personalized program at all levels. Progress in the program, evaluation, and completion are based on individual performance standards. The student, in consultation with the faculty member, sets many of his own objectives for each experience and enters into a contract for

completion of those objectives. As each objective is demonstrated the faculty coordinator evaluates and records it in each student's file, thereby establishing a portfolio of teaching competencies unique to each student.

Upon successful completion of the four undergraduate labs and a Bachelor's Degree, the student is admitted into the fifth year and eventually earns a Master's Degree in education.

## GOALS OF THE TEACHER EDUCATION PROGRAM

In addition to the positions previously outlined the following goals were identified as general guidelines for program development and evaluation:

(1) Prepare elementary and secondary teachers through a competency-based program which leads to provisional certification.

(2) Maintain a graduate program of high standards with sufficient graduate and upper level courses to supplement the teaching fields used by students at Austin College.

(3) Maintain a teacher education program that meets the standards of the Texas Education Agency.

(4) Maintain an effective Placement Service.

(5) Operate a teacher's center which complies with the regulations of Texas Senate Bill 8.

(6) Maintain faculty competence in relation to the development, execution and review of teacher preparation.

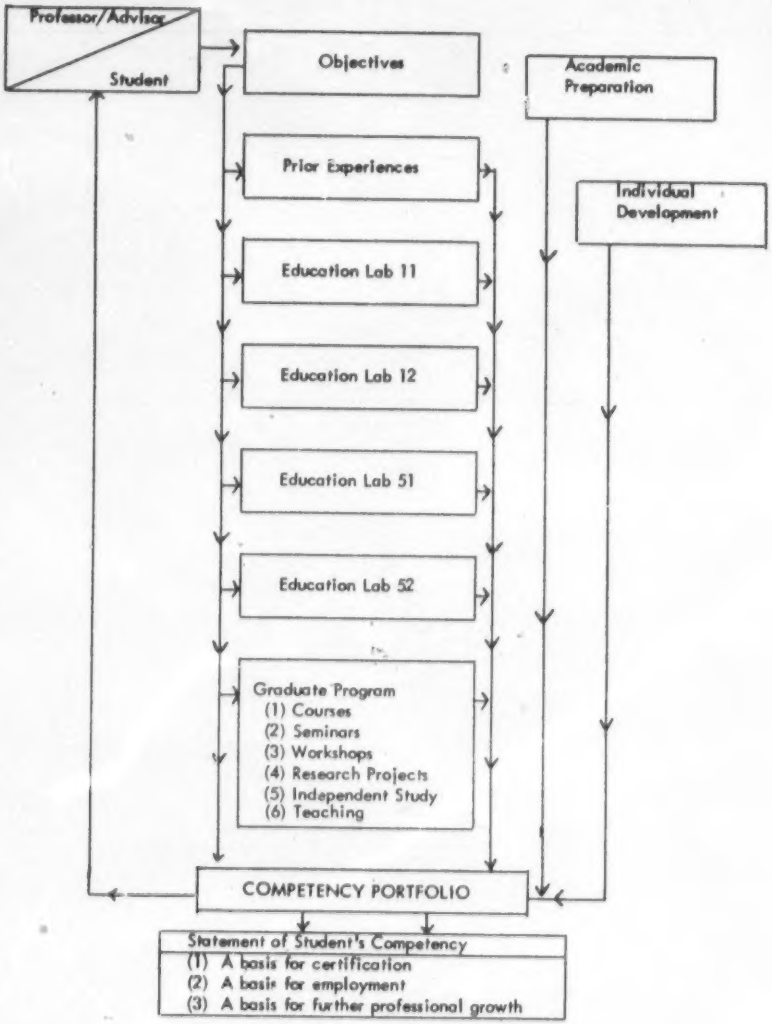
(7) Maintain a program which reflects the statement of positions formulated by the Education Faculty.

## COMPETENCY PORTFOLIO

The Competency Portfolio (Figure 1) accentuates the student's unique abilities and experiences and places expression of his personal competencies in his individual portfolio. The portfolio is based upon a close and continued interaction with a professor/advisor, and each individual student. Together they examine the ramifications of becoming a professional educator. He assists the student in planning his individual program, identifying objectives to be achieved and methods of achieving those objectives, which are drawn from national, state, and local

Figure 1

COMPETENCY PORTFOLIO



sources. Some of the objectives are stated in specifics, others in the most general of terms. It is then the task of the faculty advisor and the student to identify the objectives that are most consistent with the student's personal life style and sound teaching practices. As the student demonstrates his competency in achieving these objectives the faculty advisor and other appropriate people place this information in his competency portfolio.

Upon graduation the student's completed portfolio becomes a basis for certification, employment, and possibly for further professional growth.

## LABS AND COURSES

The undergraduate labs and graduate courses are the major, but not sole, vehicle through which many of the competencies are acquired. The undergraduate labs are described below in sequence.

Education 11 - The first laboratory experience which usually begins for most students in the second semester of their freshman year is partially an orientation to the teaching profession, as well as to the Austin Teacher Program. Students are given the opportunity for observation in a number of public and private schools. (No distinctions are made between elementary and secondary teaching at this point.) The lab then meets to discuss their observations with peers and the lab coordinator. In addition, other germane topics are dealt with, such as job availability, alternative career choices,

teaching fields, professional organizations, and so forth. The students are also introduced to micro-teaching and are given the opportunity to experiment with and evaluate a variety of approaches to teaching.

Education 12 - Students are encouraged to take Education 12 during the fall term of their sophomore year. Each section of Education 12 is expected to develop its own schedule and plan of action. The student selects the type of classroom situation which best enables him to reach his objectives. This experience may include serving as an assistant teacher, tutoring one or more pupils, teching a lesson or series of lessons to a class or working with extra-curricular activities. In addition, members of the Education 12 lab meet to discuss and evaluate their experiences with their coordinator. In many cases micro-teaching is again utilized to refine and demonstrate additional teaching competencies.

Education 51 - Students develop a contract and continue their involvement with children and youth on a limited schedule during this third experience. Their major energies are spent in exploration of themselves and their commitment to teaching through the interpretation of a battery of assessment instruments and feedback from their peers. Groups of eight to ten students and one faculty member meet weekly to explore the purposes and philosophies of education, individual views of man, purposes for life and to face and try to resolve any resulting conflicts. This experience is closely tied to formal admission to the Austin Teacher Program and serves to assist the student in his decision to devote another two years to a teacher preparation program. It formally provides the faculty an opportunity to discuss with the student any doubts he may have concerning the appropriateness of his choice and his potential for becoming a teacher.

Education 52 - The final undergraduate laboratory experience is designed to allow students to refine their teaching competencies and experience extended classroom teaching situations. Students are required to teach a minimum of 50 hours in the classroom. In addition, weekly lab meetings are held to discuss and evaluate their progress. Upon completion of Education 52 the lab coordinator and each individual student meet in conference and review the student's progress through the program. The coordinator then reports each student's status to the Graduate

Admissions Committee. This committee then examines each student's competency portfolio and makes the final decision on admission to the graduate/professional year of the Austin Teacher Program.

## THE GRADUATE YEAR

The Master of Arts degree requires nine courses (36 credit hours). Three course credits are earned by successfully completing an internship or student teaching and one course credit for Education 598, Research and Synthesis in Education. The remaining five courses, directed or independent studies, are based on an examination of students' individual needs. In addition, students acquire further teaching competencies by participation in a series of seminars and workshops.

## INTERNSHIP/STUDENT TEACHING — THE AUSTIN TEACHER

It is the aim of the Education Department to assist each student in acquiring sufficient teaching competencies and appropriate student teaching experiences during the undergraduate labs to prepare them for their role as an Austin Teacher.

In determining this role the student and the education faculty consider the following factors:

(1) Number of hours taught, experiences and evaluations in all undergraduate labs.

(2) The availability of paid positions.

(3) The student's own needs and goals.

Two possible routes are available for the Austin Teacher. In one the Austin Teacher has duties and responsibilities equivalent to the first-year teacher. He becomes a paid employee of the cooperating school district. The other offers the opportunity of working in a classroom with a master teacher. In either case, the Austin Teacher has no responsibility on campus that interfers with his total involvement for this one semester. The student teaching for the fall semester is generally paired with a student available for teaching in the spring.

In conjuction with this teaching experience seminars are held to provide an opportunity for the student to discuss both educational theory and individual experiences as a teacher, as well as allowing opportunity for their faculty coordinator to discuss and evaluate their progress.

## RESEARCH REQUIREMENTS

Graduate students must complete either Education 598 (Research and Synthesis in Education) or Education 599 (Thesis). The decision to write a thesis must be made at the time of application to the Graduate Program and must be approved by the Director of the Graduate Program.

## THE ROLE OF THE FACULTY

The role of the faculty in the Austin Teacher Program has taken on added dimensions and components as it strives to fulfill competency-based responsibilities. The traditional role as imparter of knowledge is only a small part of the faculty's task. As a "faculty advisor" he works with each student helping him utilize the resources of the program and to identify and implement the student's individual style of teaching. The faculty member spends a substantial amount of time in individual conferences and observing in the field and less time in the traditional classroom setting.

## THE COOPERATIVE ADVENTURE

The Department fully believes and is commited to the idea of teacher education being a cooperative adventure between colleges, education departments and the public schools. In an attempt to bring these groups together the Austin Teacher Program, through the Texoma Cooperative Teacher Center, initiated the following programs:

(1) **Faculty-Renewal — The** teacher education faculty on a regular basis will have the opportunity for full-time involvement in a public school situation. During the spring semester of 1975 the first Austin Teacher Program faculty member took on the responsibilities of a third grade teacher on a team at Sheppard Elementary School in Plano, Texas.

(2) Classroom Teacher Involvement — As the Austin Teacher faculty members return to the public school their departmental responsibilities will be filled by public school teachers.

(3) Cooperative Growth — Through workshops and seminars with the public schools the Austin Teacher Program is attempting to improve the pre-service preparation of teachers.

(4) Professional Responsibility — A task force of public school teachers has been instrumental in redesigning the admission requirements for the Austin Teacher Program — Requirements that actively utilize public school input in the admission process.

## EVALUATION

The evaluation of the Austin Teacher Program is a multi-dimensional and on-going process (Figure 2). Evaluation is the basis for making decisions concerning each aspect of the program — its design, its implementation, the personnel involved and the growth of its students. The design for evaluation provides for feedback from professional educators, from public school personnel, students and our own faculty.

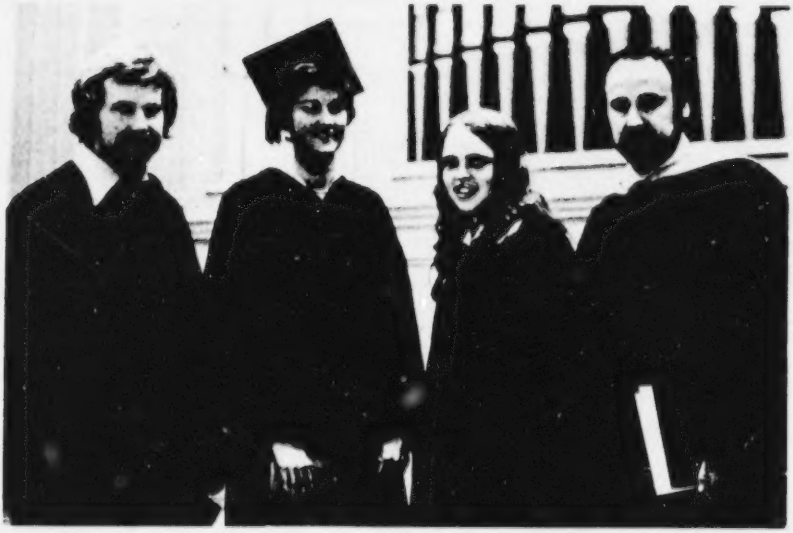


Figure 2

Austin Teacher Program - Summary Evaluation

| Goals of the Austin Teacher Program | Who* Evaluates | How** Evaluated | When*** Evaluated |
|---|---|---|---|
| 1. Prepare elementary and secondary teachers through a competency-based program which leads to provisional certification. | A - K | 1 - 7 | I - V |
| 2. Maintain a graduate program of high standards with sufficient graduate and upper level courses to supplement the teaching fields used by students at Austin College. | A, B, D, E, F, H, J, K | 1, 2, 4, 6 | I, II, IV, V |
| 3. Maintain a teacher education program that meets the standards of the Texas Education Agency. | A, E, F, H | 2, 5, 6 | I - V |
| 4. Maintain an effective Placement Service. | A, B, D, E, I | 1, 4, 6 | I, III, IV |
| 5. Operate a teacher's center which complies with the regulations of Senate Bill 8. | A, B, E, F, G | 2, 5, 6 | I, II, IV |
| 6. Maintain faculty competence in relation to the development, execution and review of teacher preparation. | A, B, E, F, H | 1, 2, 6, 7 | II, III |
| 7. Maintain a program which reflects the statement of position formulated by the Education Faculty. | A - K | 1 - 7 | I - V |

KEY:

*Who Evaluates

(A) Teacher Education Advisory Committee
(B) Students
(C) Employers
(D) Graduates
(E) Teacher Education Department
(F) Texas Education Agency
(G) Executive Committee of Texoma Cooperative Teacher Center
(H) Public School Teachers and Administrators
(I) Directors of Personnel in Public Schools
(J) Graduate Students
(K) Graduate Faculty

**How Evaluated

(1) Questionnaires
(2) Evaluation Conferences
(3) Interviews
(4) Follow-up Studies
(5) On-site Visits
(6) Education Faculty Review
(7) Needs Analysis

***When Evaluated

(I) Weekly Education Faculty Meetings
(II) Semi-annual Conferences
(III) Annual Follow-up
(IV) Mid-term and End of Each Term
(V) Scheduled Seminars